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ABSTRACT

To determine what graduates in Saginaw, Michigan, (n=491) from two high schools had been doing since leaving school 9 months earlier, a 12-item survey instrument was distributed via mail and telephone. Respondents (n=370) were directed to identify issues relating to their post-secondary education, employment status, and perception/evaluation of their high school education. Results indicated: (1) approximately two-thirds of the graduates were pursuing some form of higher education; (2) over 90% of graduates enrolled in further education felt their high school education was helpful in their current major area of study; and (3) Two-thirds of graduates were working for pay, at an average of 29.5 hours and $143.05 per week. Also presented are graduates' rating of their schools' strengths and weaknesses. Results of the study are intended to provide school board members, administrators, teachers, and counselors with data to further assist them in instructional and curricular planning to better meet the needs of all students. An additional purpose was to aid in establishing "graduate standards," consisting of a set of statements of the adult roles, skills and education all students need in order to be successful in the world after graduation from the district's schools. Appendices present copies of the mail and phone surveys, tabulated survey results, and a description of graduate standards. (RB)

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ED 393 030

EVALUATION REPORT

FOLLOW-UP STUDY OF 1994 GRADUATES

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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FOLLOW-UP STUDY OF 1994 GRADUATES

An Approved Report of the

DEPARTMENT OF EVALUATION, TESTING AND RESEARCH

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper, Director
Evaluation, Testing & Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

June, 1995

Acknowledgements

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Likewise the Evaluation staff for typing, collating, packing, and mailing the mail portion of the survey and also for coding, tabulating, and typing the survey results and the accompanying report are also owed words of "Thanks". They included Mr. Paul Kurecka, Ms. Gwen Laszlo, Ms. Roberta Oldenburg, and Ms. Mary Szymkowiak.

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Introduction

In June, 1994, 491 students finished their public school education by receiving a diploma from either Arthur Hill or Saginaw High Schools.

To determine what they have been doing nine months since graduation the Department of Evaluation Services in conjunction with staff from the Averill Career Opportunities Center (COC) created a mail and phone version of a 12-item instrument (see Appendix A for a copy of the mailed instruments and cover letter used) which was mailed to graduates on March 3, 1995. Graduates who didn't respond were called by phone starting March 14, 1995 either by COC staff (if they completed a COC program) or by their high school counselor (see Appendix B for the phone version of the instrument). The questionnaire directed respondents to identify issues related to their post-secondary education, employment status, and perception/evaluation of their high school education. The findings item by item are contained in Appendix D and represent all the responses received by April 6, 1995.

The results of this study should provide Board members, administrators, teachers, and counselors with data to further assist them in instructional and curricular planning to better meet the needs of all students. However, individual responses from the graduates may reflect on their experiences in the COC program, their home high school, or a combination of these two plus other prior educational experiences at the elementary and middle schools. Thus the responses to questions must be understood within the context of the multiple educational experiences of each graduate. This is probably the main reason why the results of the graduate follow-up survey are being used for the first time as one of the "success indicators" related to the District's Strategic Plan. The particular indicator the graduate follow-up survey

attempts to measure is the set of ten "graduate standards". These "graduate standards" (see Appendix E for the complete description) are represented in a set of statements of the adult roles, skills and education all students need in order to be successful in the world after graduation from the Saginaw Schools. It represents a consensus of the best knowledge and expertise of the schools' customers, both inside and outside the school system. It comes from people who live, work, and prosper in the world around us. The Saginaw Schools envision all students achieving the graduate standards. They are concisely stated in the following conceptual categories: 1) academic achiever, 2) self-directed learner, 3) complex thinker, 4) effective communicator, 5) individual/group problem solver, 6) strong interpersonal relater, 7) collaborative worker, 8) creative quality producer, 9) community contributor, and 10) health conscious individual. The results that follow represent the baseline year for this "success indicator".

Demographic Data

The 1994 Saginaw Public Schools' graduate follow-up survey was mailed or phoned to 491 graduates (317 from Arthur Hill and 174 from Saginaw High). A total of 370 of the 491 (75.4%) were completed via mail and/or phone.

Table 1 below contains a breakdown by ethnic background and sex of those completing the follow-up questionnaire and the 1994 graduating class.

Table 1

Comparison Of The 1994 Graduate Population With The 1994 Graduates Completing A Follow-Up Questionnaire

Ethnic Background and Gender	1994 Gradutes Completing Questionnaire			Population of 1994 Graduating Class	
	Number	Percent of Respondents	Percent of Respondents	Number	Percent
TOTAL	370	100.0	75.4	491	100.0
ETHNIC BACKGROUND					
White	149	40.3	81.0	184	37.5
Black	185	50.0	72.0	257	52.3
Hispanic	33	8.9	73.3	45	9.2
American Indian	0	0.0	0.0	0	0.0
Oriental	3	0.8	60.0	5	1.0
GENDER					
Female	226	61.1	78.5	288	58.7
Male	144	38.9	70.9	203	41.3

A review of the ethnic background of the respondents in Table 1 above shows that 149 (40.3%) were White, 185 (50.0%) were Black, 33 (8.9%) were Hispanic, and 3 (0.8%) were Oriental in terms of ethnic background. The graduating class was made up of 184 (37.5%) White, 257 (52.3%) Black, 45 (9.2%) Hispanic, and 5 (1.0%) Oriental which was approximately the same as in the responding graduates.

The responding graduates were 61.1% female and 38.9% male. The graduating class was made up of 288 (58.7%) females and 203 (41.3%) males. Thus males and females were nearly as proportionately represented in the respondent group as they were in the graduating class.

The findings of the follow-up of 1994 graduates are given on the following pages with the complete set of responses given in Appendix D.

Findings

The reader is again reminded that the complete findings to each survey question are given in Appendix D.

Highlights

A total of 370 graduates responded to the survey. Some respondents gave answers to all appropriate questions while others responded to a few. The results given below are presented as the percentage of graduates giving a response category based on the total number of graduates responding to that particular question.

A review of responses given by the 1994 graduates reveals information about the three major issues explored - post-secondary education, employment, and strengths/ improvements of the Saginaw Schools. The reader should be reminded that the strengths/improvements issue area is where the results relating to the ten graduate standards are most directly measured. These three major issues will serve as organizing concepts for the review of responses given below.

Post-Secondary Education.

- Almost two-thirds of the graduates (62.8% or 219) were in schools, colleges, training or apprentice programs.
- Of the 62.8% going on to further their education, a total of 90.7% attended Michigan schools and the remaining 9.3% attended out-of-state schools and training programs.
- The different types of schools or programs attended included:
  - 50.0% four-year college or university,
  - 26.6% two-year college liberal arts program,
  - 19.7% two-year college vocational-technical program,
  - 1.8% business or trade school,
  - 0.9% one-year vocational-technical program,
  - 0.5% high school, and
  - 0.5% other.

- The graduates ranked (high to low) the major areas they chose to study, as follows:

  — Education and social services (20.6%);
  — General courses/undecided (19.6%);
  — Business (16.7%);
  — Engineering and architecture (13.4%);
  — Medicine and health services (11.5%);
  — Science and agriculture (5.2%);
  — Law and government (4.3%);
  — Commercial arts and communications (2.4%);
  — Services (2.4%);
  — Fine arts and letters (1.9%);
  — Construction, industrial, and skilled trades (1.0%); and
  — Transportation (1.0%).

- When graduates were asked how useful their high school education was in terms of their major area of post-secondary study, a majority (92.3%) indicated "a lot" or "some" and the remainder (7.7%) indicated "hardly any" or "none".

Post-Secondary Employment.

- Some 9.4% of the graduates were on full-time active duty in the military.

- A total of 65.0% of the graduates were working for pay while the remaining 35.0% were not working.

- Some 36.2% of the graduates indicated they are looking for a job.

- Of those working for pay, the mean number of hours worked per week was 29.5 hours with the limits of the range from 4.5 to 80 hours per week.

- Again of those working for pay, the mean amount paid was $143.03 with the limits of the pay range from $21.51 to $800.0 per week.

- Of those working for pay, the level of current job satisfaction varied as follows:

  — 26.3% very satisfied;
  — 53.9% somewhat satisfied;
  — 17.5% not very satisfied; and
  — 2.3% not at all satisfied.

- The top nine employers in terms of percent of graduates employed for pay included:

  — Navy/army/marines (12.9%);
  — McDonald's (7.6%);
  — Taco Bell (3.5%);
  — Kessel's (2.9%);
  — Little Caesars (2.4%);
  — Meijer's (2.4%);
  — China Coast (2.4%);
  — Target (1.8%); and
  — Long John Silver's (1.8%).

  (Of the employers, 49.1% of them employed a single graduate from the Saginaw Public Schools.)

- While not employed for pay, a total of 2% or 7 of the graduates were full-time homemakers.

- When the employed for pay graduates were asked how useful their high school education was on their present job, a total of 64.7% indicated they used it "a lot" or "some" while the remaining 35.3% used it "hardly any" or "none".

Strengths/Improvements In The Saginaw Schools.

- Graduates were asked to think over their school career in the Saginaw Schools and decide how much the schools assisted them in six areas by rating each on a five-point scale from 1 = Very Well, 2 = Good, 3 = Undecided, 4 = Poor, and 5 = Very Poor. These six student assistance areas are ranked according to the average rating given in parentheses after each.

  — Career planning, skills needed for work, skills needed to be a wise consumer, and skills to deal with a constantly changing environment (2.2 average rating).
  — Skills needed for higher education (2.1 average rating); and
  — Skills to get along with others (2.0 average rating).

- Graduates were asked to list three major strengths of the high school program. The following are those major strengths that represent more than four percent of the responses.

  — Caring teachers/staff excellent role models/inspirational teachers (14.1%);
  — Averill Career Opportunities Center [COC] (10.2%);
  — Math program (9.6%);
  — Enjoyed COC class(es) (8.5%);
  — Excellent extra curricular activities/sports program (6.8%);
  — Schools stressed getting along with others (6.2%);
  — Taught us how to relate to many different things in a constantly changing environment (4.5%);
  — Excellent reading/writing/literature program (4.5%);
  — Science (hands-on activities, chemistry, physics, etc.) (4.5%); and
  — Center for the Arts and Sciences [CAS] (4.5%).

- Graduates were asked to list three ways the high school program could be improved. The following are those improvements offered that represent more than three percent of the responses.

  — Higher standards for courses that students are required to follow (12.9%);
  — Get tough on troublemakers and follow consistent discipline policies even for athletes (11.0%);
  — Remove grossly incompetent teachers and replace them with competent teachers that allow for student instruction (9.2%);
  — Prepare college bound for note-taking, study skills, honor classes, calculator/computer use, etc. (8.0%);
  — Better composition classes to prepare students for college writing classes (7.4%);
  — More advanced math - trigonometry, advanced placement, etc. (6.8%);
  — More training programs for interesting careers (5.5%);
  — More variety in classes (electives) (4.9%);
  — Better counselors to help students get scholarships and take courses to prepare them for college (4.3%);
  — More real world oriented experiences such as "Channel One" (3.7%); and
  — Get rid of math programs that discourage females and others having math problems (3.1%).

Summary

The most significant results of the follow-up study (eight months after graduation) of Saginaw's Class of 1994 have been presented. Data relative to the graduates' post-high school education and employment along with perceptions of high school problems, strengths, and an overall evaluation of high school experiences were sought. The reader is reminded that the final section entitled perception/evaluation of the Saginaw Schools is an attempt to measure some of the skills related to the ten graduate standards.

Some 370 of the 491 (75.4%) graduates responded to the survey via phone or mail contact. The responding graduates were proportionally representative of the racial/ethnic and gender groups of the entire graduating class. The representativeness and size of the respondent group allows one to make generalizations to the entire class which adds great value to this information.

Post-Secondary Education

1. Approximately two-thirds of the graduates (62.8%) were in college, school, training, or apprentice programs.

2. Of those graduates furthering their education, most attended either a four-year college or university (50.0%), a two-year liberal arts college (26.6%), or a two-year vocational-technical college (19.7%).

3. The five top study areas of emphasis at college or school included the following:

   - Education and social services (20.6%);
   - General courses/undecided (19.6%);
   - Business (16.7%);
   - Engineering and architecture (13.4%); and
   - Medicine and health services (11.5%).

4. A large majority (92.3%) of the graduates now attending school feel their high school education was "a lot" or "some" help in their current major area of study.

Post-Secondary Employment

5. Almost exactly two-thirds (65.0% or 170) of the graduates were working for pay, while only 2% of the graduates were full-time homemakers. (There were large numbers of employed students who also were persuing post-secondary education at the same time.)

6. On average most graduates working for pay worked 29.5 hours per week and their pay per week averaged $143.05.

7. A majority (64.7%) of the graduates working for pay feel their high school education was "a lot" or "some" help in their present job.

8. Of those working for pay, 26.3% were "very satisfied" and another 53.9% were "somewhat satisfied" with their current jobs.

9. The four top employers of our graduates included the following:

   - Navy/army/marines (12.9%);
   - McDonald's (7.6%);
   - Taco Bell (3.5%); and
   - Kessel's (2.9%).

Perception/Evaluation Of The Saginaw Schools

10. Graduates rated the Saginaw Schools as being "good" (on a five-point scale ranging from 1 = Very Well to 5 = Very Poor) relative to providing skills in the following areas:

    - Skills to get along with others (2.0 average rating);
    - Skills needed for higher education (2.1 average rating);
    - Career planning (2.2 average rating);
    - Skills needed for work (2.2 average rating);
    - Skills needed to be a wise consumer (2.2 average rating); and
    - Skills to deal with a constantly changing environment (2.2 average rating).

11. The three most frequently mentioned strengths of the Saginaw Schools as provided by responding graduates included:

    - Caring teachers/staff provides excellent role models/ inspirational teachers (14.1%);
    - Averill Career Opportunities Center [COC] (10.2%); and
    - Math program (9.6%).

12. The four most frequently mentioned "suggested improvements" to the high school program included the following:

- Higher standards for courses that students are required to follow (12.9%);
- Get tough on troublemakers and follow consistent discipline policies even for athletes (11.0%);
- Remove grossly incompetent teachers and replace them with competent teachers that allow for student instruction (9.2%); and
- Prepare college bound for note-taking, study skills, honor classes, calculator/computer use, etc. (8.0%).

Overall, many insightful responses have been provided through this graduate follow-up study. Hopefully the planned for surveys of these graduates' employers and institutions of higher education will also be as interesting. These surveys and their results are planned for under separate cover scheduled later this Spring if sufficient responses are obtained from the employers and colleges or universities.

The ten graduate standards that relate to the "success indicators" of the District's new Strategic Plan were measured in part by this graduate follow-up of the Class of 1994. The chart below displays the results related to the graduate standards, by item used to measure the standard, and average rating expressed as a grade A thru E or a 5-point scale (1 thru 5).

Graduate Standard(s)	Skill Item Rated on a 5-Point Scale	Average Rating
Academic Achiever	Career Planning	B (or 2.2)
Self-Directed Learner Complex Thinker	Skills needed for higher education	B (or 2.1)
Effective Communicator Collaborative Worker	Skills to get along with others	B (or 2.0)
Individual Group Problem Solver Community Contributor	Skills to deal with a constantly changing environment	B (or 2.2)
Strong Interpersonal Relater Health Conscious Individual	Skills needed to be a wise consumer	B (or 2.2)
Creative Quality Producer	Skills needed for work	B (or 2.2)

As can be seen from a review of the chart above, all ten graduate standards were give a grade of "B" on a scale ranging from A thru E or points 2.0 thru 2.2 on a 5-point scale (where 1 = Very Good, 2 = Good, 3 = Undecided, 4 = Poor, and 5 = Very Poor). The district appears to do the best when it comes to producing Effective Communicator or Collaborative Worker, which were given a "B" (or an average rating of 2.0). The Self-Directed Learner or Complex Thinkers, which were given a "B" (or an average rating of 2.1), followed. Finally, Academic Achiever, Individual and Group Problem Solver, Community Contributor, Strong Interpersonal Relater, Health Conscious Individual, or Creative Quality Producer were last with a grade of "B" or an average of 2.2. Thus, from the standpoint of responding graduates, it is clear that they, on average, grade their school's outcome on the graduate standards as a "B" (or an average rating of 2.0 to 2.2). The employer and higher education surveys will seek to determine if there is agreement on these ratings or whether there are large discrepancies. These reports are planned for publication later this spring.

APPENDICES

APPENDIX A

550 Millard Street
Saginaw, Michigan 48607-1193
(517) 759-2200
Fax: (517) 759-2315

Foster B. Gibbs, Ph.D., Superintendent

March 6, 1995

Dear Graduate:

As you may recall, before you graduated, you placed your name, address, and telephone number on a card to enable us to reach you at a later date. This was to help us to include you in our surveys of the Saginaw Public Schools' graduates.

We are surveying our 1994 graduates as part our efforts to improve our schools. This is the first of a number of follow-ups through which we hope to learn how you and your former classmates, our 1994 graduates, view their Saginaw Public Schools' experiences.

Enclosed is a copy of the follow-up questionnaire. You will see a six-digit number in the upper right-hand corner; it is how we keep track of who has responded so that only non-respondents will be contacted a second time (by either mail or telephone). All responses you give will be kept in confidence, only grouped responses (no individually identifying information) will be reported.

Please complete the enclosed questionnaire and return in the pre-addressed, stamped envelope by **Wednesday, March 15, 1995.**

Once you have completed the questionnaire, if you have any additional comments, please feel free to write them on the back of this letter or a separate sheet of paper and send them with the questionnaire. Also, if you anticipate a change in address during the next three years, please indicate what would be the best address to which to contact you then.

Thank you in advance for your time and participation.

Sincerely,

Foster B. Gibbs

Foster B. Gibbs, Ph.D.
Superintendent of Schools

Enclosure

Board of Education
Thomas S. Tilot, President Frederick D. Ford, Vice-President Minerva Rosales, Secretary James W. Woolfolk, Treasurer
Ruth A. Braun, Trustee Ronald S. Spess, Trustee Willie E. Thompson, Trustee

APPENDIX A

School District of the City of Saginaw, Michigan
Department of Evaluation Services
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A FOLLOW-UP STUDY OF 1994 GRADUATES

DIRECTIONS: For multiple-choice questions, read each question carefully and then check the number to the left of the response that best describes your answer. For rating questions, read the area to be rated on the right and then circle the number on the left that best represents your rating. For questions requiring a written response, read the question carefully and then print your answer on the line provided.

1. Are you or have you since graduation been in a training program, a school, college or an apprentice program?

   ____ 1. Yes
   ____ 2. No (If no, go to Question 6)

2. In your major area of study or training, how much do you use the education you received during high school? Would you say you use the training a lot, some, hardly any, or none?

   ____ 1. A lot
   ____ 2. Some
   ____ 3. Hardly any
   ____ 4. None

3. I will list some different types of schools or programs. Would you please tell me which one you are now attending?

   ____ 1. High school
   ____ 2. One-year college vocational-technical program
   ____ 3. Two-year college vocational-technical program
   ____ 4. Two-year college liberal arts program
   ____ 5. Four-year college or university
   ____ 6. Business or trade school
   ____ 7. Apprentice program
   ____ 8. Other (please specify: _____)

4. If you are currently attending a school, program, university, or college please list the name of the institution and any others you have attended plus your major and minor at each one: (If you are **undecided** use **UN** to indicate **undecided** for major and/or for minor):

	Name of Institution	Major	Minor
Current:			
1.	_____	_____	_____
Previous:			
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

5. If you are <u>not</u> attending a school, university, or college now <u>but</u> you have attended since graduation, what is the name of the institution(s)?

	Name of Institution	Major	Minor
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

6. Are you on full-time active duty in the military?

____ 1. Yes (If yes, make Question 7 a yes and go to Question 8)

____ 2. No

7. Are you working for pay?

____ 1. Yes

____ 2. No (If no, go to Question 12)

8. About how many hours per week do you work? (Write the number of hours per week.)

_____

9. On your present job, how much do you use the high school education you received? Would you say you use it a lot, some, hardly any, or none?

____ 1. A lot

____ 2. Some

____ 3. Hardly any

____ 4. None

10. Overall, how satisfied are you with your present job? Would you say that you are very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

____ 1. Very satisfied
____ 2. Somewhat satisfied
____ 3. Not very satisfied
____ 4. Not at all satisfied

11. On your present job, how much per hour are you paid?

_____

12. Are you currently looking for a job?

____ 1. Yes
____ 2. No

13. Are you a full-time homemaker?

____ 1. Yes
____ 2. No

14. Thinking back over your school career, how well did the Saginaw schools assist you in each of the following areas? (Circle the number that best describes your rating of the assistance provided.

Very Well	Good	Undecided	Poor	Very Poorly	
1	2	3	4	5	(A) To develop a feeling of pride in work and in yourself
1	2	3	4	5	(B) To learn how to compete with others
1	2	3	4	5	(C) To gain saleable work skills
1	2	3	4	5	(D) To learn how to be a good manager of money, property, and resources
1	2	3	4	5	(E) To learn how to examine and use information
1	2	3	4	5	(F) To learn how to be a wise consumer
1	2	3	4	5	(G) To learn how to get along with others
1	2	3	4	5	(H) To develop skills in mathematics
1	2	3	4	5	(I) To develop a desire for learning, now and in the future
1	2	3	4	5	(J) To learn how to deal with a constantly changing environment
1	2	3	4	5	(K) To develop skills in reading, writing, speaking, and listening

APPENDIX A

A FOLLOW-UP STUDY OF 1994 GRADUATES (Cont.)

15. Please list some major strengths of the high school program.

1. _____
_____
2. _____
_____
3. _____
_____

16. Please list some ways the high school program could be improved. Be specified!

1. _____
_____
2. _____
_____
3. _____
_____

Thank you very much. The information you have provided has been very helpful. Have a wonderful day!

APPENDIX B

Place COC
Label Here

School: Arthur Hill / Saginaw High
Student Name: _____
Phone Number: _____
Phone Number: _____
Phone Number: _____

School District of the City of Saginaw, Michigan
Department of Evaluation Services
© 1994

Saginaw Student ID Number

A FOLLOW-UP STUDY OF 1994 GRADUATES
(Phone Survey)

Hello, I'm _____ from the Saginaw School District. We are phoning former high school students, such as yourself and asking them about what they are doing now. Your answers and opinions can help us make our programs better for students in the future. It will only take a few minutes to answer these questions. Is this okay? (If no, set up a call back time.)

According to my records, you completed high school level courses (in _____) at _____ school. Is this correct? (If no, end survey and say "There may be some mix-up in my information, let me check my records and I'll get back with you." Then check records.)

Respondent Type: ____ Actual
____ Proxy

1. Are you now in a training program, a school, college or an apprentice program?

____ 1. Yes
____ 2. No (If no, go to Question 4)

2A. In your major area of study or training, how much do you use the education you received during **vocational training at** _____? Would you say you use the **vocational training** a lot, some, hardly any, or none?

____ 1. A lot
____ 2. Some
____ 3. Hardly any
____ 4. None

2B. In your major area of study or training, how much do you use the education you received during **high school at** _____? Would you say you use the **high school training** a lot, some, hardly any, or none?

____ 1. A lot
____ 2. Some
____ 3. Hardly any
____ 4. None

A FOLLOW-UP STUDY OF 1994 GRADUATES (Cont.)

3A. I will list some different types of schools or programs. Would you please tell me which one you are now attending? (Read list)

____ 1. High school
____ 2. One-year college vocational-technical program
____ 3. Two-year college vocational-technical program
____ 4. Two-year college liberal arts program
____ 5. Four-year college or university
____ 6. Business or trade school
____ 7. Apprentice program
____ 8. Other (please specify: _____)

3B. If attending a school/program in 3A above, please give me the name and address of the school/program you are attending and your major area of study.

Institution: _____

Address: _____

_____

Major Area of Study: _____

4. Are you on full-time active duty in the military?

____ 1. Yes (If yes, make Question 5 a yes and go to Question 6)
____ 2. No

5. Are you working for pay?

____ 1. Yes
____ 2. No (If no, go to Question 10)

6. About how many hours per week do you work? (Write the number of hours per week.)

_____

7A. On your present job, how much do you use the **vocational training** you received at _____? Would you say you use it a lot, some, hardly any, or none?

____ 1. A lot
____ 2. Some
____ 3. Hardly any
____ 4. None

7B. On you present job, how much do you use the **high school education** you received at _____? Would you say you use it a lot, some, hardly any, or none?

____ 1. A lot
____ 2. Some
____ 3. Hardly any
____ 4. None

8. Overall, how satisfied are you with your present job? Would you say that you are very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

____ 1. Very satisfied
____ 2. Somewhat satisfied
____ 3. Not very satisfied
____ 4. Not at all satisfied

9A. On your present job, how much per hour are you paid? (If more than $12.00, double check.)

_____

9B. Who are you working for?

Company name: _____
Address: _____
_____
Supervisor: _____

10. Are you currently looking for a job?

____ 1. Yes
____ 2. No

APPENDIX B

A FOLLOW-UP STUDY OF 1994 GRADUATES (Cont.)

11A. Are you a full-time homemaker?

____ 1. Yes

____ 2. No

11B. Thinking back over your school career, how well did the Saginaw schools help kids with each of the following areas? Would you say it assisted you very well, good, undecided, poor, or very poorly. (Circle the number that best describes your rating of the assistance provided.)

Very Well	Good	Undecided	Poor	Very Poorly	
1	2	3	4	5	(A) Career planning
1	2	3	4	5	(B) Skills needed for work
1	2	3	4	5	(C) Skills needed for higher education
1	2	3	4	5	(D) Skills to get along with others
1	2	3	4	5	(E) Skills needed to be a wise consumer
1	2	3	4	5	(F) Skills to deal with a constantly changing environment

12. Optional comments. Please make any comments and/or suggestions you believe are needed to improve some of the courses you took or services you received while in high school. Also, add any general comments or suggestions you have about your school experience.

_____

_____

_____

_____

_____

_____

_____

_____

Thank you very much. The information you have provided has been very helpful.
Have a wonderful day!

APPENDIX C

The following school, program, university or college codes were used in responses to the 1994 Graduate Follow-Up Study to Questions 4 and 5 (mail survey) and 3B (telephone survey).

4. If you are currently attending a school, program, university, or college, please list the name of the institution and any others you have attended plus your major and minor at each one: (If you are **undecided** use **UN** to indicate **undecided** for major and/or for minor).

	Name of Institution	Major	Minor
Current:			
1.	_____	1. _____	1. _____
Previous:			
1.	_____	1. _____	1. _____
2.	_____	2. _____	2. _____
3.	_____	3. _____	3. _____

5. If you are <u>not</u> attending a school, university, or college now <u>but</u> you have attended since graduation, what is the name of the institution(s)?

	Name of Institution	Major	Minor
1.	_____	1. _____	1. _____
2.	_____	2. _____	2. _____
3.	_____	3. _____	3. _____

3B. If attending a school/program in 3A above, please give me the name and address of the school/program you are attending and your major area of study.

Institution: _____

Address: _____

_____

Major Area of Study: _____

Code	Name of School, Program, University or College
01	Delta College
02	Saginaw Valley State University
03	Michigan State University
04	University of Michigan
05	Western Michigan University
06	Oakland University
07	Florida Community College (Jacksonville)
08	Alma College

APPENDIX C

Code	Name of School, Program, University or College (Cont.)
09	Beloit College
11	Richland College
12	A.T. Education Center
13	Central Michigan University
14	Grambling State University
15	University of Detroit Mercy
16	The Boyd School
17	Grand Valley State University
18	Ferris State University
19	Michigan Technology University
20	Savannah College of Art and Design
21	Carrollton Public Schools (Secondary/Learning Disabled)
22	Northern Missouri State University
23	Great Lakes College
25	Hope College
26	Navy/Army
27	Community College (Atlanta, Georgia)
28	Wayne Community College
29	M.J. Murphy Beauty School
30	Lansing Community School
31	Eastern Michigan University
32	Trinity Junior College (Texas)
33	Averill Career Opportunities Center (COC)
34	Northern Michigan University
35	OIC - MS
36	Aquinas College
37	Central State University (Ohio)
38	University of Toledo
39	DeKalb Technology University
41	Rochester Institute
42	Grand Rapids Community College
43	Southern University
44	Louisianna State University (Baton Rouge)
46	Grambling University
47	North Carolina A & T University
48	Oakland Community College
50	University of Missouri

APPENDIX C

The following major and minor emphasis codes were used in responses to the 1994 Graduate Follow-Up Study to Questions 4 and 5 (mail survey) and 3B (telephone surveys).

4. If you are currently attending a school, program, university, or college, please list the name of the institution and any others you have attended plus your major and minor at each one: (If you are **undecided** use **UN** to indicate **undecided** for major and/or for minor).

	Name of Institution	Major	Minor
Current:			
1.	_____	1. _____	1. _____
Previous:			
1.	_____	1. _____	1. _____
2.	_____	2. _____	2. _____
3.	_____	3. _____	3. _____

5. If you are not attending a school, university, or college now but you have attended since graduation, what is the name of the institution(s)?

	Name of Institution	Major	Minor
1.	_____	1. _____	1. _____
2.	_____	2. _____	2. _____
3.	_____	3. _____	3. _____

3B. If attending a school/program in 3A above, please give me the name and address of the school/program you are attending and your major area of study.

Institution: _____

Address: _____

_____

Major Area of Study: _____

Code	Major and Minor Emphasis
01	Business: such as management, data processing, accounting, personnel management, and banking.
02	Commercial Arts and Communication: such as photography, printing, graphic arts, illustrations, advertising, journalism, television industry, and radio broadcasting.

APPENDIX C

Code	Major and Minor Emphasis (Cont.)
03	Construction, Industrial, and Skilled Trades: such as refrigeration, carpentry, sheet metal, plumber, machinist, and electrician.
04	Education and Social Services: such as clergy, counseling, recreation, teaching, and professional youth leadership.
05	Engineering and Architecture: such as construction management, drafting, mechanical drawing, engineering—electrical/civil/mechanical, and landscape architecture.
06	Fine Arts and Letters: such as music, English, painting, sculpture, and dramatics.
07	Law and Government: such as law enforcement, lawyer, military science, and city management.
08	Medicine and Health Services: such as dentistry, hospital administration, medical services, nursing, pharmacy, psychiatry, and veterinary medicine.
09	Science and Agriculture: such as physics, mathematics, forestry, conservation, chemistry, zoology, poultry science, and horticulture.
10	Services: such as auto repair, food management, chef, cosmetology, home economist, and mortician.
11	Transportation: such as aviation careers, airline stewardess, railroad careers, and drivers - truck and bus.
12	General Courses/Undecided.

APPENDIX C

The following major school program strengths codes were used in responses to the 1994 Graduate Follow-Up Study to Question 15 (mail survey) and 12 (telephone survey).

15. Please list some major strengths of the high school program.

1. _____
   _____
2. _____
   _____
3. _____
   _____

12. Optional comments. Please make any comments and/or suggestions you believe are needed to improve some of the courses you took or services you received while in high school. Also, add any general comments or suggestions you have about your school experiences.

_____
_____
_____
_____
_____

Code	Major School Program Strengths
01	Getting along with others
02	Person to relate to many different things in a constantly changing environment
03	Math
04	History/government/economics
05	Center for the Arts and Sciences
06	Caring teachers/excellent role models/inspirational teacher
07	Plenty of assistance in filling out financial aid forms for college applications, etc.
08	Band/music
09	Reading/writing/literature
10	Excellent extra curricular activities/sports program
11	Friendly and positive learning environment with sufficient discipline
12	Science (hands-on activities, chemistry, physics, etc.)
13	Elective courses (great variety of courses)
14	Good counselors/counseling
15	More courses that lean toward individualistic study and learning
16	Some teachers make you work as a team
17	Security at school and games
18	Averill Career Opportunities Center (COC)

APPENDIX C

Code	Major School Program Strengths
19	Honor courses/college courses
20	Prepared me for college
21	Good coop opportunities
22	Excellent library/updated information
23	Competitive school environment
24	Special education teachers
25	Good lunch program
26	Channel One
27	School store sold candy
28	Enjoyed COC classes

APPENDIX C

The following high school program improvements codes were used in responses to the 1994 Graduate Follow-Up Study to Question 16 (mail survey) and 12 (telephone survey).

16. Please list some ways the high school program could be improved. Be specific!

1. _____

_____

2. _____

_____

3. _____

_____

12. Optional comments. Please make any comments and/or suggestions you believe are needed to improve some of the courses you took or services you received while in high school. Also, add any general comments or suggestions you have about your school experiences.

_____

_____

_____

_____

_____

Code	High School Program Improvements
00	None
01	More variety in classes (electives)
02	More real world oriented experiences such as "Channel One"
03	More training programs/for interesting careers
04	Dress code to make learning a priority
05	Make learning fun like elementary and in smaller groups
06	Get tougher on troublemakers and have consistent discipline even for atheletes
07	Remove grossly incompetent teachers and replace with competent teachers that allow for student instruction
08	Higher standards for courses that students must live up to
09	Remodel school - bigger lockers and boys' bathrooms
10	More patient and caring teachers
11	Lessen excessive emphasis on sports
12	Get rid of math programs that discourage females and others having math problems
13	Learn how to be a good money manager
14	How to deal with constantly changing community/environment
15	Better composition classes to prepare students for college writing computer classes

APPENDIX C

Code	High School Program Improvements
16	More advanced math - trigonometry/advanced placement, etc.
17	Tighter attendance policy
18	Michigan Educational Assessment Program (MEAP)
19	Prepare college bound for note-taking/study skills/honors classes/calculator use
20	Better counselors to help you get scholarships and take courses to prepare for college
21	Better lunches
22	Better parking facilities
23	More sports/better funding of women's sports
24	Enforcement of badge policy or toss away badges (better school security)
25	Speech classes
26	Speed reading
27	Encourage student organizations, sports teams or clubs to keep students out of gangs
28	Year round schooling
29	Student uniforms would solve many problems
30	Science course improvement (i.e., biology, chemistry, etc.)
31	Students should be encouraged to work in groups as is the norm now in college
32	Keep class size small
33	More emphasis on the fine arts
34	Offer or make better known the tutorial services available
35	More community involvement of students (even COC students)

APPENDIX D

A FOLLOW-UP STUDY OF 1994 GRADUATES
(N = 370)*

Respondent Type: (50.4%) Actual (N = 363)
(49.6%) Proxy

1. Are you now in a training program, a school, college or an apprentice program? (N = 355)

(62.8%) 1. Yes
(37.2%) 2. No (If no, go to Question 4)

2B. In your major area of study or training, how much do you use the education you received during **high school at** _____? Would you say you use the **high school training** a lot, some, hardly any, or none? (N = 169)

(35.5%) 1. A lot
(56.8%) 2. Some
(7.1%) 3. Hardly any
(0.6%) 4. None

3A. I will list some different types of schools or programs. Would you please tell me which one you are now attending? (Read list) (N = 218)

(0.5%) 1. High school
(0.9%) 2. One-year college vocational-technical program
(19.7%) 3. Two-year college vocational-technical program
(26.6%) 4. Two-year college liberal arts program
(50.0%) 5. Four-year college or university
(1.8%) 6. Business or trade school
(0.0%) 7. Apprentice program
(0.5%) 8. Other (please specify: _____)

3B. If attending a school/program in 3A above, please give me the name and address of the school/program you are attending and your major/minor area of study.

Institution: _____ (N = 219)

Name of School, Program, University or College

(41.1%) Delta College
(9.6%) Michigan State University
(7.3%) University of Michigan
(6.4%) Saginaw Valley State University
(5.0%) Ferris State University
(3.6%) Western Michigan University
(2.3%) Grand Valley State University

*Number of responding graduates to the survey or a particular item.

APPENDIX D

A FOLLOW-UP STUDY OF 1994 GRADUATES (Cont.)

3B. (Continued)

Name of School, Program, University or College

(2.3%) Eastern Michigan University
(1.8%) Oakland University
(1.4%) Central Michigan University
(1.4%) M.J. Murphy Beauty School
(1.4%) Lansing Community School
(0.9%) Carrollton Public Schools (Secondary/Learning Disabled)
(0.9%) Great Lakes College
(0.9%) Hope College
(0.9%) Navy/Army

Of the remaining 12.8%, a single responding graduate attended the following institutions:

Florida Community College (Jacksonville)
Alma College
Beloit College
Richland College
Grambling State University
University of Detroit Mercy
The Boyd School
Michigan Technology University
Savannah College of Art and Design
Community College (Atlanta, Georgia)
Wayne Community College
Northern Missouri State University
Trinity Junior College (Texas)
Averill Career Opportunities Center (COC)
Northern Michigan University
OIC - MC
Aquinas College
Central State University (Ohio)
University of Toledo
Dekalb Technology University
Rochester Institute
Grand Rapids Community College
Southern University
Louisianna State University (Baton Rouge)
Grambling University
North Carolina A & T University
Oakland Community College
University of Missouri
A.T. Education Center

3B. (Continued)

Major Area of Study _____ (N = 209)

Major Emphasis

(20.6%) Education and Social Services: such as clergy, counseling, recreation, teaching, and professional youth leadership.

(19.6%) General Courses/Undecided

(16.7%) Business: such as management, data processing, accounting, personnel management, and banking.

(13.4%) Engineering and Architecture: such as construction management, drafting, mechanical drawing, engineering — electrical/civil/mechanical, and landscape architecture.

(11.5%) Medicine and Health Services: such as dentistry, hospital administration, medical services, nursing, pharmacy, psychiatry, and veterinary medicine.

(5.2%) Science and Agriculture: such as physics, mathematics, forestry, conservation, chemistry, zoology, poultry science, and horticulture.

(4.3%) Law and Government: such as law enforcement, lawyer, military science, and city management.

(2.4%) Commercial Arts and Communication: such as photography, printing, graphic arts, illustrations, advertising, journalism, television industry, and radio broadcasting.

(2.4%) Services: such as auto repair, food management, chef, cosmetology, home economist, and mortician.

(1.9%) Fine Arts and Letters: such as music, English, painting, sculpture, and dramatics.

(1.0%) Construction, Industrial, and Skilled Trades: such as refrigeration, carpentry, sheet metal, plumber, machinist, and electrician.

(1.0%) Transportation: such as aviation careers, airline stewardess, railroad careers, and drivers - truck and bus.

4. Are you on full-time active duty in the military? (N = 353)

(9.4%) 1. Yes (If yes, make Question 5 a yes and go to Question 6)
(90.6%) 2. No

5. Are you working for pay? (N = 366)

(65.0%) 1. Yes
(35.0%) 2. No (If no, go to Question 10)

6. About how many hours per week do you work? (Write the number of hours per week.) (N = 228)

Ranged from 4.5 to 80 hours/week

Median = 30 hours/week
Mode = 40 hours/week
Mean = 29.5 hours/week

7. On your present job, how much do you use the **high school education** you received at _____? Would you say you use it a lot, some, hardly any, or none? (N = 153)

(14.4%) 1. A lot
(50.3%) 2. Some
(26.1%) 3. Hardly any
(9.2%) 4. None

8. Overall, how satisfied are you with your present job? Would you say that you are very satisfied, somewhat satisfied, not very satisfied, or not at all satisifiied? (N = 217)

(26.3%) 1. Very satisfied
(53.9%) 2. Somewhat satisfiel
(17.5%) 3. Not very satisfiel
(2.3%) 4. Not at all satisfied

9A. On your present job, how much per hour are you paid? (If more than $12.00, double check.) This rate was multiplied by the hours worked per week (Question 6) to arrive at the weekly pay. Thus figures given below are reported as pay per week. (N = 193)

Ranged from $21.51 to $800.0 pay per week.

Median = $137.50
Mode = $175.00
Mean = $143.03

9B. Who are you working for?

Company name: _____ (N = 170)

Name of Employer

(12.9%) Navy/Army/Marines
(7.6%) McDonald's
(3.5%) Taco Bell
(2.9%) Kessel's
(2.4%) Little Caesars

9B. (Continued)

Name of Employer

(2.4%) Meijer's
(2.4%) China Coast
(1.8%) Target
(1.8%) Long John Silver's
(1.2%) Saginaw Public Schools
(1.2%) Olive Garden Restaurant
(1.2%) Michigan Coney Island
(1.2%) Kentucky Fried Chicken
(1.2%) Quality Farm & Fleet
(1.2%) Dow Chemical
(1.2%) Burger King
(1.2%) Subway
(1.2%) IGA
(1.2%) Michigan State University
(1.2%) University of Michigan

Of the remaining 49.1%, a single responding graduate was employed by the following employers:

Wendy's
Guess Jeans Outlet
St. Luke's Hospital
Arizona Heating & Cooling
Bay Shores Nursing Home
Mi or Mc
Prime Time TV
Best Products
Champs Sporting
Lady Foot Locker
Farmer Jack's
Aquinas College
Dominos
Hunan Restaurant
Dollar Store
First Christian Church
Micro-Tech
ABC Warehouse
Frank's Nursery
Bakers Shoe Store
Foster's Floor Covering
Southwest Freight
Hooter's
Civitan Recreation Center
Randy River
U.S. Post Office
Next Door Food Store
Sub Shop
Bavarian Inn
Hoyt Library
Western Michigan University
T.J. Maxx
Cooper's
Cooper Watch Works
Saginaw Education TV Channel 11
Hungry Howie's Pizza and Subs
Formula Cut
Great Beginnings Christian Child Care
Rally's Hamburgers
Duro-Last Roofing Inc.
MSC Car Wash
Deb Shop
Lakeside Village
Hope College
Bay Valley Resort
Oakland University
R.A. Monk Insurance Company
Wayne County Community College
Sunn Terrace Tanning Salon
Dollar Bills
Sears
Lee's Famous Recipe Chicken
K-Mart
Village Skate
Sibley's Shoes
Wolohan Lumber

A FOLLOW-UP STUDY OF 1994 GRADUATES (Cont.)

9B. (Continued)

Quad Theater
Coco Tan
Fill and Wash Car Wash
Lil' Chef
Lift Jesus Higher Outreach Company
Motorola Parts Plant
Bringer Inn
Watz Realty
Alert Protective
Autohaus
Child Development Center
Peerless Environmental Services, Inc.
Muffler Man
Pennzoil 10-Minute Oil Change
Short Horn Market
LeFevre
Tony's Restaurant
Old Country Buffet
Project PRIDE
Big Boy
J & G Tool Company
Bruno Martin Roofing
Saginaw General Hospital
John's Meat Market
Saginaw Auto Interior Decorator
Kenny Roger's Roasters
Rite-Aide
Blimpie's
Louisiana State University

10. Are you currently looking for a job? (N = 348)

(36.2%) 1. Yes
(63.8%) 2. No

11A. Are you a full-time homemaker? (N = 352)

(2.0%) 1. Yes
(98.0%) 2. No

11B. Thinking back over your school career, how well did the Saginaw Schools help kids with each of the following areas? Would you say it assisted you very well, good, undecided, poor, or very poorly. (Circle the number that best describes your rating of the assistance provided.)

Average rating of those responding shown in circle

Very Well	Good	Undecided	Poor	Very Poorly	
1	2 (2.2)	3	4	5	(A) Career planning (N = 286)
1	2 (2.2)	3	4	5	(B) Skills needed for work (N = 283)
1	2 (2.1)	3	4	5	(C) Skills needed for higher education (N = 284)
1	(2.0)	3	4	5	(D) Skills to get along with others (N = 285)
1	2 (2.2)	3	4	5	(E) Skills needed to be a wise consumer (N = 284)
1	2 (2.2)	3	4	5	(F) Skills to deal with a constantly changing environment (N = 280)

12. Please list some major strengths of the high school program. (N = 99)

1. _____

_____

2. _____

_____

3. _____

_____

Major School Program Strengths (N = 177)*

(14.1%) Caring teachers/excellent role models/ inspirational teacher
(10.2%) Averill Career Opportunities Center (COC)
(9.6%) Math
(8.5%) Enjoyed COC classes
(6.8%) Excellent extra curricular activities/sports program
(6.2%) Getting along with others
(4.5%) Person to relate to many different things in a constantly changing environment
(4.5%) Center for the Arts and Sciences (CAS)
(4.5%) Reading/writing/literature
(4.5%) Science (hands-on acitivities, chemistry, physics, etc.)
(3.9%) Friendly and positive learning environment with sufficient discipline
(3.9%) Good counselors/counseling
(3.4%) Elective courses (great variety of courses)
(2.2%) Honor courses/college courses
(1.7%) Band/music
(1.7%) More courses that lean toward individualistic study and learning
(1.7%) Security at school and games
(1.1%) History/government/economics
(1.1%) Prepared me for college
(1.1%) Competitive school environment
(0.6%) Plenty of assistance in filling out financial aid forms for college applications, etc.
(0.6%) Some teachers make you work as a team
(0.6%) Good coop opportunities
(0.6%) Excellent library/updated information
(0.6%) Special education teachers
(0.6%) Good lunch program
(0.6%) Channel One
(0.6%) School store sold candy

*Respondents could provide multiple responses to this question thus the 99 respondents made a total of 177 comments. Percents are calculated on the basis of the 177 comments rather than 99 graduate respondents.

A FOLLOW-UP STUDY OF 1994 GRADUATES (Cont.)

13. Please list some ways the high school program could be improved. Be specific. (N = 75)

1. _____

_____

2. _____

_____

3. _____

_____

High School Program Improvements (N = 163)*

(12.9%) Higher standards for courses that students must live up to
(11.0%) Get tougher on troublemakers and have consistent discipline even for athletes
(9.2%) Remove grossly incompetent teachers and replace with competent teachers that allow for student instruction
(8.0%) Prepare college bound for note-taking/study skills/honor classes/ calculator use
(7.4%) Better composition classes to prepare students for college writing classes
(6.8%) More advanced math - trigonometry/advanced placement, etc.
(5.5%) More training programs for interesting careers
(4.9%) More variety in classes (electives)
(4.3%) Better counselors to help students get scholarships and take courses to prepare for college
(3.7%) More real world oriented experiences such as "Channel One"
(3.1%) Get rid of math programs that discourage females and others having math problems
(2.5%) Enforcement of badge policy or toss away badges (better school security)
(1.9%) Make learning fun like elementary and in smaller groups
(1.9%) More patient and caring teachers
(1.9%) Tighter attendance policy
(1.2%) None
(1.2%) Remodel school - bigger lockers and boys' bathrooms
(1.2%) Lessen excessive emphasis on sports
(1.2%) More sports/better funding of women's sports
(0.6%) Dress code to make learning a priority
(0.6%) Learn how to be a good money manager
(0.6%) How to deal with a constantly changing community/environment
(0.6%) Michigan Educational Assessment Program (MEAP)
(0.6%) Better lunches
(0.6%) Better parking facilities

*Respondents listed multiple responses to this question thus the 75 respondents made a total of 163 comments. Percents are calculated on the basis of the 163 comments rather than the 75 graduate respondents.

13. (Continued)

High School Program Improvements (N = 163)*

(0.6%)	Speech classes
(0.6%)	Speed reading
(0.6%)	Encourage student organizations, sports teams or clubs to keep students out of gangs
(0.6%)	Year-round schooling
(0.6%)	Student uniforms would solve many problems
(0.6%)	Science course improvement (i.e., biology, chemistry, etc.)
(0.6%)	Students should be encouraged to work in groups as is the norm now in college
(0.6%)	Keep class size small
(0.6%)	More emphasis on the fine arts
(0.6%)	Offer or make better known the tutorial services available
(0.6%)	More community involvement of students (even COC students)

*Respondents listed multiple responses to this question thus the 75 respondents made a total of 163 comments. Percents are calculated on the basis of the 163 comments rather than the 75 graduate respondents.

DRAFT

Graduate Standards

The Graduate Standards are a statement of the adult roles, skills and education all students need in order to be successful in the world after graduation from Saginaw Schools. It represents a consensus of the best knowledge and expertise of our customers, both inside and outside the school system. It comes from people who live, work, and prosper in the world around us. We envision all students achieving the Standards; our Mission is to ensure that vision becomes reality.

A. **ACADEMIC ACHIEVERS**, who:

- Demonstrate achievement of academic core curriculum content standards in science, mathematics, language arts,and social studies.
- Demonstrate proficiency on MEAP and high school proficiency assessments in science, mathematics, language arts, and social studies.
- Read, write, speak and listen effectively and appropriately in a variety of settings, and for a variety of audiences.
- Understand and use basic mathematics skills to reason and communicate mathematically to solve real world problems.
- Make connections between and among subject areas.
- Learn and use scientific knowledge and ways of thinking, through the study of the life and physical sciences and technological systems.
- Demonstrate effective, responsible citizenship through the study of history, geography, economics, civics and humanities.
- Examine and make career choices and plan educational programs to meet these goals.

B. **SELF-DIRECTED LEARNERS**, who:

- Seek and use information with or without direction.
- Use tools, technology, and resources appropriately.
- Conceptualize, theorize, and apply knowledge.
- Synthesize, evaluate, and select plans of action.
- Display responsibility, self-motivation, self-esteem, curiosity, persistence, and are goal-oriented.
- Seek and set standards, by which they evaluate their own work.

C. **COMPLEX THINKERS**, who:

- Analyze, synthesize, and evaluate available resources and information in a logical, flexible, and innovative manner to make decisions and solve problems in a variety of situations.
- Make connections between learning and real life.
- Express creativity.
- Understand many points of view.

DRAFT

D. **EFFECTIVE COMMUNICATORS**, who:

- Speak and write English with clarity and purpose, through various styles and forms of communication.
- Know and understand non-verbal communication.
- Share, elicit, and actively listen to ideas, logic, and different points of views.
- Interpret and communicate data from text, graphs, charts, and other sources.

E. **INDIVIDUAL/GROUP PROBLEM SOLVERS**, who:

- Evaluate situations and problems appropriately.
- Hypothesize, associate, and predict.
- Use problem-solving skills.
- Construct and verbalize solutions.
- Identify, organize, plan, and allocate resources.
- Choose ethical courses of action.
- Understand group dynamics and leadership skills, apply negotiation skills, and facilitate consensus.
- Apply technology to solve problems.
- Listen to, share, and accept different opinions.

F. **STRONG INTERPERSONAL RELATERS**, who:

- Respect the feelings and ideas of others.
- Achieve consensus and exhibit a willingness to compromise.
- Perform with reliability and tenacity.
- Accept responsibility and understand consequences of actions.
- Understand when to lead and when to follow.
- Constructively manage conflict within themselves and between and among others.

G. **COLLABORATIVE WORKERS**, who:

- Demonstrate group skills, integrate interpersonal relationships and are effective in multiple roles to accomplish goals within a multicultural diverse setting.
- Practice basic communication skills to encourage and motivate members to work to their potential.
- Recognize and use techniques to achieve consensus and compromise in making appropriate decisions.
- Interact in a positive manner and maintain a sense of humor in sharing praise and criticism.
- Demonstrate flexibility and innovation.
- Express and manage critical thinking skills in sharing and considering ideas.

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H. **CREATIVE QUALITY PRODUCERS**, who:

- Are able to work individually and collaboratively in culturally diverse groups, creating intellectual, artistic, and practical products.
- Foster, develop, and sustain supportive, productive relationships.
- Support their own and others' originality, high standards, and the application of problem-appropriate technologies, resources, and information.
- Anticipate, assess, and work toward resolution of challenges and problems faced in a rapidly changing global society.
- Seek and set standards by which they evaluate their own work.

I. **COMMUNITY CONTRIBUTORS**, who:

- Contribute their knowledge, time, and talents to making their neighborhood and community a better place to live.
- Participate in community projects.
- Relate to others and possess respect and tolerance for cultural, racial, and political differences.
- Possess a willingness and ability to work with others.
- Express self-assurance and good communication skills

J. **HEALTH CONSCIOUS INDIVIDUALS**, who:

- Practice and exhibit a healthy lifestyle.
- Understand and value proper nutrition.
- Recognize and practice physical fitness activities.
- Display the ability to handle stress in responsible ways.